AP U.S. History, Semester 1
Unit Quiz: The Civil War Era
Instructor's Version B

Answers: Multiple-Choice Questions

1.	B	**16.**	D
2.	E	**17.**	E
3.	B	**18.**	C
4.	C	**19.**	E
5.	D	**20.**	A
6.	C	**21.**	B
7.	D	**22.**	D
8.	A	**23.**	E
9.	D	**24.**	E
10.	C	**25.**	E
11.	D	**26.**	B
12.	C	**27.**	E
13.	A	**28.**	D
14.	D	**29.**	C
15.	E	**30.**	A

Answers: Essay Question

Question:

1. Analyze the impact of Manifest Destiny on the sectional conflict.

Key Points: Defining Manifest Destiny

- Manifest Destiny as moral justification of American continental expansion
- The physical environment of the Great Plains
- Settler encounters with Indians and Mexicans
- The settlement and annexation of California
- Resolution of the Oregon border dispute
- American settlement in Texas and Texas independence.
- The Mexican War
- Mexican Cession and Gadsden Purchase

Key Points: Manifest Destiny and the Sectional Conflict

- The environmental limits of slavery
- Wilmot Proviso and the Calhoun Resolutions
- Popular sovereignty
- Oregon admitted as a free state

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- The Free Soil Party and the Republican Party
- Compromise of 1850
- Kansas-Nebraska Act

Scoring Rubric

The question is worth 40 points. There are five scoring ranges.

36-40 points – Excellent

The student's answer must have a strong clear thesis that identifies Manifest Destiny and makes an argument about the relationship between territorial expansion and the worsening sectional conflict. Essays in this range should specifically use the points listed above. Sophisticated answers will note the relationship between the Compromise of 1850 and the Kansas-Nebraska Act and the earlier Missouri Compromise. The essay should include high quality writing and logical patterns of organization in which the student uses all but one of the major points from the list above as evidence to support the thesis. The student's response must prioritize the evidence indicating which points are the most important. The answer may contain minor errors.

32-35 points – Very Good

The student's answer must have a strong clear thesis that identifies Manifest Destiny and makes an argument about the relationship between territorial expansion and the worsening sectional conflict. Essays in this range should specifically use the points listed above. The student may not recognize the relationship between the growing sectional conflict that resulted from Manifest Destiny and the earlier conflict temporarily resolved by the Missouri Compromise. The essay should be well written and demonstrate logical patterns of organization in which the student uses many of the points from the list above as evidence to support the thesis. The student's response should also demonstrate an attempt to prioritize the evidence. The answer may contain minor errors.

28-31 points – Adequate

The student's answer should attempt to make an argument although the thesis may not be clearly defined or inaccurately note the relationship between Manifest Destiny and the sectional conflict. The student's analysis of the sectional conflict may not demonstrate a complete understanding of the relationship between territorial and expansion and sectional politics. The essay should include some of the points from the list above. The student's response may fail to prioritize the major points.

24-27 points – Flawed

The student's answer has serious weaknesses. The essay demonstrates little understanding of Manifest Destiny or its relationship to the sectional conflict. The thesis argument is weak or may not be clearly identifiable. The essay includes few of the points from the list above and fails to prioritize the points that are included.

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20-23 points – Severely Flawed

The student's answer makes no attempt to analyze the impact of Manifest Destiny on the sectional conflict. The essay includes few, if any, of the points from the list above.

Question 2:

2. "The Republicans had destroyed the slave system, but their experiment in securing basic political and economic rights for African-Americans remained incomplete." Assess the validity of this statement.

Key Points: Political Rights

- Thirteenth Amendment abolished slavery.
- Civil Rights Act of 1866 and the Fourteenth Amendment extend citizenship, equal protection and due process.
- Military Reconstruction Act of 1867 alters law enforcement in the South.
- Growing sense of nationalism among freedmen.
- Growing but nonetheless limited African America political power in southern legislatures. African Americans were unable to capture a governor's mansion.
- Ku Klux Klan and the Enforcement Acts.
- Expansion of civil rights never adequately enforced.
- Fifteenth Amendment secured African American suffrage.

Key Points: Economic Rights

- Confiscation Act of 1862 limited the length of confiscation
- Freedmen's Bureau was empowered to provide emergency supplies, build schools, and resolve land disputes but lacked sufficient authority to carry out its programs.
- African Americans could own property but most lacked land and the resources to acquire land thus resulting in expanding tenant farming and sharecropping.
- Black Codes limited access to land and included labor restrictions.
- Expansion of education opportunities for African Americans.

Scoring Rubric

The question is worth 40 points. There are five scoring ranges.

36-40 points – Excellent

The student's answer must have a strong, clear thesis that assesses the validity of the statement and makes an argument regarding the political and economic rights of African Americans during Reconstruction. Essays in this range should specifically use the points listed above. Sophisticated answers will evaluate the relationship between Reconstruction politics and Reconstruction policies. The essay should include high quality writing and logical patterns of organization in which the student uses all but one of the major points from the list above as evidence to support the thesis. The student's response must prioritize the evidence indicating which points are the most important. The answer may contain minor errors.

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32-35 points – Very Good

The student's answer must have a strong, clear thesis that assesses the validity of the statement and makes an argument regarding the political and economic rights of African Americans during Reconstruction. Essays in this range should specifically use the points listed above. The student may not demonstrate the relationship between Reconstruction politics and Reconstruction policies. The essay should be well written and demonstrate logical patterns of organization in which the student uses many of the points from the list above as evidence to support the thesis. The student's response should also demonstrate an attempt to prioritize the evidence. The answer may contain minor errors.

28-31 points – Adequate

The student's answer should attempt to make an argument although the thesis may not be clearly defined or it may not directly address the validity of the statement. The student's analysis of the sectional conflict may not demonstrate a complete understanding Reconstruction policies or their impact on African Americans. The essay should include some of the points from the list above. The student's response may fail to prioritize the major points.

24-27 points – Flawed

The student's answer has serious weaknesses. The essay demonstrates little understanding of Reconstruction policies or their impact on African Americans. The thesis argument is weak or may not be clearly identifiable. The essay includes few of the points from the list above and fails to prioritize the points that are included.

20-23 points – Severely Flawed

The student's answer makes no attempt to analyze the impact of Reconstruction on African Americans. The essay includes few, if any, of the points from the list above.

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